

Fine Art III

Unit Title: Bookmaking - Sketchbook

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

2020 Media Arts Standards 1.2

1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions

1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Artists continually develop their work and skills through practice, constructive feedback, reflection and revision.

Essential/Guiding Question:

What habits of mind and practice help artists grow and continue to develop?

Content:

Students will create a handmade sketchbook using a variety of bookmaking techniques. Daily sketches will be performed in these sketchbooks.

Skills(Objectives):

1. We are learning traditional bookmaking techniques to create a sketchbook by using signatures (groups of sheets folded in half) that will be bound by smyth sewing along the spine.
2. We are learning to create a hardcover by using chipboard and unprimed canvas that will be primed using gesso.
3. We are learning to design our covers by using acrylic paint and applying the elements/principles of design.
4. We are learning to use a sketchbook as a way of formulating thoughts and ideas into works of art.

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Interdisciplinary Connections:

This art course reinforces concepts taught in:

English/language arts - the students are encouraged to journal in their handmade sketchbooks as part of the creative process. Writing prompts can help foster visual concepts and initiate artwork.

Stage 2: Assessment Evidence

Performance Task(s):

Assessment:

- Summative project grade based on rubric
- Formative grades based on class participation and progress
- Class critique
- Online assessment

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion and demonstration
- Guided practice
- Independent practice
- Small group instruction
- Individual instruction
- Cooperative learning

Resources:

Handmade hardcover sketchbook resources: Scholastic Art, online information, teacher and student examples, google classroom

Materials: paper, chipboard, unprimed canvas, gesso, waxed thread, bookbinding needles, waxed thread, acrylic paint, paint brushes

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing	Development of personal ideas, voice and style. Promoting student leadership and competency to	Development of personal ideas, voice and style. Use of visual charts, demonstrations,	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:

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post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Mixed Media Still-life

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

2020 Media Arts Standards 1.2

1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions

1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.

1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.

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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> Artists invent, create and experiment with a variety of tools, materials and techniques to communicate ideas and express emotions.		<u>Essential/Guiding Question:</u> How does an artist choose which materials and techniques might best communicate an idea?
<u>Content:</u> Students will be creating a mixed media still life drawing by using a variety of drawing media materials and techniques to render a still-life arrangement from observation.		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> 1. We are learning to compose a still life arrangement by using at least 3 objects with a light source. 2. We are learning to use mixed media by applying at least 3 different surfaces and using at least 3 different media. 3. We are learning to use value by rendering highlights, midtones and shadows.
<u>Interdisciplinary Connections:</u> History - students will be given a presentation on still-life artists throughout the ages and discuss how culture influences trends in art. Science - We will discuss the use of transparency and opacity in art media/materials. Math - the golden ratio is a way artists locate aesthetically pleasing areas to place objects and distribute weight.		

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Assessment: <ul style="list-style-type: none"> • Summative project grade based on rubric • Formative grades based on class participation and progress • Class critique • Online assessment 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student observation checklist • Turn and talk • Peer assessment • Art critique • Student self-assessment • Exit slips
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion and demonstration • Guided practice • Independent practice • Small group instruction • Individual instruction • Cooperative learning 	<u>Resources:</u> Mixed media still life drawing resources: Scholastic Art, online information, teacher and student examples, google classroom Materials: variety of drawing papers, newspaper, matt board, pencils, charcoal, pastels, watercolor paint, spray paint, airbrush, ink, markers, glue Social Studies Resources:
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				<ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
<u>Differentiation</u>				
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation				
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL	
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	Development of personal ideas, voice and style. Promoting student leadership and competency to instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice and style. Use of visual charts, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries 	

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Unit Title: Sequential Art - Comic Book Page

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

2020 Media Arts Standards 1.2

1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.

1.2.12acc.Cr3c: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.

1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Creativity, innovative thinking and problem solving are essential life skills that can be developed throughout life.

Essential/Guiding Question:

How does one foster creativity and innovative thinking?

Content:

Students are exploring sequential art by creating an inked comic book page consisting of at least 3 panels that address character, plot and setting.

Skills(Objectives):

1. We are learning about sequential art and some key characteristics.
2. We are learning to create a comic book page by dividing the paper into 3-5 panels. We will establish the character, plot and setting in these panels.
3. We are learning to use the materials and techniques to create comic book art: bristol board, t-square/ruler, artist pens, hatching and cross-hatching.

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Interdisciplinary Connections:

Math - Students will be using a ruler to create specific measured borders. A t-square will be used to draw parallel and perpendicular lines.

English/writing - Sequential art is a form of art that tells a story in a sequence of panels. Students will learn about the writing foundation of character development, plot and setting. Students will learn to write dialogue and plot for their sequential art assignment.

Stage 2: Assessment Evidence

Performance Task(s):

Assessment:

- Summative project grade based on rubric
- Formative grades based on class participation and progress
- Class critique
- Online assessment

Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion and demonstration
- Guided practice
- Independent practice
- Small group instruction
- Individual instruction
- Cooperative learning

Resources:

Comic book page resources: Scholastic Art, online information, teacher and student examples, google classroom

Materials: T-square, pencils, ink, bristol board

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing	Development of personal ideas, voice and style. Promoting student leadership and competency to	Development of personal ideas, voice and style. Use of visual charts,	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:

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post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Layout and Design - Watercolor and Ink

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

2020 Media Arts Standards 1.2

1.2.12acc.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.

1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.

1.2.12adv.Pr6b: Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.

1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.

1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.

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1.2.12adv.Re7b: Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> Looking at and discussing art can help us understand and appreciate diverse cultures, backgrounds and styles.		<u>Essential/Guiding Question:</u> How does art help us communicate about our own experiences and understand the lives of others?
<u>Content:</u> Students will create an Art Nouveau inspired illustration using watercolor paint and ink.		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> 1. We are learning to identify Art Nouveau by looking at and analyzing the art of Alphonse Mucha and Gustav Klimt 2. We are learning to draw a figure with proper proportions and expressive qualities by using photo references. 3. We are learning to create an art nouveau background layout by using a compass and a ruler and incorporating art nouveau patterns 4. We are learning to use ink and watercolors, markers or colored pencils by inking the contour lines and coloring the work.
<u>Interdisciplinary Connections:</u> History - students will learn about the Art Nouveau movement and the two famous artists, Alphonse Mucha and Gustav Klimt. Math - Students will be encouraged to create elaborate borders using a ruler and measurements for symmetrical motifs and patterns. English - Oscar Wilde, the writer, is associated with Art Nouveau		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> Assessment: <ul style="list-style-type: none"> • Summative project grade based on rubric • Formative grades based on class participation and progress • Class critique • Online assessment 		<u>Other Evidence:</u> <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student observation checklist • Turn and talk • Peer assessment • Art critique • Student self-assessment • Exit slips

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Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none">• Whole group learning with teacher lecture, discussion and demonstration• Guided practice• Independent practice• Small group instruction• Individual instruction• Cooperative learning		<u>Resources:</u> <p>Watercolor resources: Scholastic Art, online information, teacher and student examples, google classroom</p> <p>Materials: Watercolor paper, watercolor paint, ink, paint brushes</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none">• The New Jersey Amistad Commission Interactive Curriculum• NJ Commission on Holocaust Education• Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>	
<u>Differentiation</u> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	Development of personal ideas, voice and style. Promoting student leadership and competency to instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice and style. Use of visual charts, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		of lessons include simplification of projects in terms of scale, detail and subject matter.	
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Unit Title: Oil Paint

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept

1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.

1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

2020 Media Arts Standards 1.2

1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

1.2.12adv.Re9a: Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.

1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Artists invent, create and experiment with a variety of tools, materials and techniques to communicate ideas and express emotions.

Essential/Guiding Question:

How does an artist choose which materials and techniques might best communicate an idea?

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<p><u>Content:</u></p> <p>Students will be painting a portrait on canvas using oil paints</p>	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. We are learning to work with oil paints by creating a self-portrait or portrait on canvas 2. We are learning to use correct facial proportions by using a photo reference. 3. We are learning to create a composition by balancing the foreground and background as well as establishing an interaction between the two.
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Interdisciplinary Connections:

History: Students will learn about the origins of oil painting and look at portrait paintings throughout the ages. Portrait painting is one of the foundations of art and evolves with the cultural trends.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Assessment:</p> <ul style="list-style-type: none"> • Summative project grade based on rubric • Formative grades based on class participation and progress • Class critique • Online assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student observation checklist • Turn and talk • Peer assessment • Art critique • Student self-assessment • Exit slips
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion and demonstration • Guided practice • Independent practice • Small group instruction • Individual instruction • Cooperative learning 	<p><u>Resources:</u></p> <p>Oil paint resources: Scholastic Art, online information, teacher and student examples, google classroom</p> <p>Materials: Oil paint, canvas panels, easels, liquin, turpenoid, paint brushes</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	Development of personal ideas, voice and style. Promoting student leadership and competency to instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice and style. Use of visual charts, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Mural

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.

1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

2020 Media Arts Standards 1.2

1.2.12adv.Cn10a: Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.

1.2.12adv.Cn10b: Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Central Idea/Enduring Understanding: Art can be used as a social tool to question and challenge		Essential/Guiding Question: How does art and art making help us question and make sense of the world around us?
Content: Students will paint a mural on a hallway wall in the school using acrylic paint.		Skills(Objectives): <ol style="list-style-type: none"> 1. We are learning to research, plan and develop a proposal for a school mural by sketching their designs and writing a description of their murals. 2. We are learning to paint a school mural by drawing the layout, blocking in colors and applying the details. 3. We are learning the purpose and process of public art by creating a mural that inspires and uplifts the future students at PTHS.
Interdisciplinary Connections: History - Students will look at public art making and the impact it has had on society. Writing - Students will write a proposal for the mural to be approved by administration.		
Stage 2: Assessment Evidence		
Performance Task(s): Assessment: <ul style="list-style-type: none"> • Summative project grade based on rubric • Formative grades based on class participation and progress • Class critique • Online assessment 		Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student observation checklist • Turn and talk • Peer assessment • Art critique • Student self-assessment • Exit slips
Stage 3: Learning Plan		
Learning Opportunities/Strategies: <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion and demonstration • Guided practice • Independent practice • Small group instruction • Individual instruction • Cooperative learning 		Resources: Mural resources: Scholastic Art, online information, teacher and student examples, google classroom Materials: acrylic paint, paint brushes Social Studies Resources: <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum

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	<ul style="list-style-type: none"> • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	Development of personal ideas, voice and style. Promoting student leadership and competency to instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice and style. Use of visual charts, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Unit Title: Abstract Mixed Media - Creating a 'Combine'

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

2020 Media Arts Standards 1.2

1.2.12acc.Cn11b: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity

1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

1.2.12adv.Cn11b: Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. ts ideas to personal and global contexts, purposes and values.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Artists invent, create and experiment with a variety of tools, materials and techniques to communicate ideas and express emotions.

Essential/Guiding Question:

How does an artist choose which materials and techniques might best communicate an idea?

Content:

Students will create a mixed media piece that uses both two dimensional and three dimensional art making processes.

Skills(Objectives):

1. We are learning to use mixed media by creating art that exhibits both 2D and 3D characteristics.
2. We are learning to identify the art and processes of Robert Rauschenberg who coined the term 'combine'.
3. We are learning to use texture by using sculptural elements on a two dimensional surface.

Interdisciplinary Connections:

History - students will learn about Robert Raushenberg and Jasper Johns and the historical context of abstract art.
English/writing - students will write about the meaning of their abstract combines.

Stage 2: Assessment Evidence

Performance Task(s):

Assessment:

Other Evidence:

- Teacher observation

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<ul style="list-style-type: none"> • Summative project grade based on rubric • Formative grades based on class participation and progress • Class critique • Online assessment 	<ul style="list-style-type: none"> • Teacher-student discussions • Student observation checklist • Turn and talk • Peer assessment • Art critique • Student self-assessment • Exit slips
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion and demonstration • Guided practice • Independent practice • Small group instruction • Individual instruction • Cooperative learning 	<p><u>Resources:</u></p> <p>Combine resources: Scholastic Art, online information, teacher and student examples, google classroom</p> <p>Materials: Drawing media such as pencils, charcoal and ink. Acrylic paint, paint brushes, canvas. Sculpture media such as wire, found objects, plaster, clay</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of	Development of personal ideas, voice and style. Promoting student leadership and competency to instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use	Development of personal ideas, voice and style. Use of visual charts, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time

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visual charts, demonstrations, student exemplars. Use of notes and online resources.	of notes and online resources.	One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Sculpture - Haniwa

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

2020 Media Arts Standards 1.2

1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

1.2.12adv.Pr5a: Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

1.2.12adv.Pr5b: Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.

1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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<p><u>Central Idea/Enduring Understanding:</u> Looking at and discussing art can help us understand and appreciate diverse cultures, backgrounds and styles.</p>	<p><u>Essential/Guiding Question:</u> How does art help us communicate about our own experiences and understand the lives of others?</p>
<p><u>Content:</u> Students will create a ceramic sculpture of a small figurine using multiple techniques.</p>	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. We are learning to identify characteristics and the history of Haniwa by reading about the art form and researching examples. 2. We are learning to create a ceramic figurine inspired by traditional Haniwa and the contemporary artist, Robert Arneson who made ceramic busts inspired by traditional Haniwa. 3. We are learning to use ceramic hand building methods by using the pinch, coil and slab techniques

Interdisciplinary Connections:

History - Students will learn about the historical context of Haniwa sculptures found in China.
Science - Students will learn about the physical properties of ceramic clay and glazes.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> Assessment:</p> <ul style="list-style-type: none"> • Summative project grade based on rubric • Formative grades based on class participation and progress • Class critique • Online assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student discussions • Student observation checklist • Turn and talk • Peer assessment • Art critique • Student self-assessment • Exit slips
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Whole group learning with teacher lecture, discussion and demonstration • Guided practice • Independent practice • Small group instruction • Individual instruction • Cooperative learning 	<p><u>Resources:</u> Haniwa resources: Scholastic Art, online information, teacher and student examples, google classroom</p> <p>Materials: ceramic clay, glaze</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities
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		<i>*Be sure to only include applicable resources.</i>	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice and style. Development of portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student exemplars. Use of notes and online resources.	Development of personal ideas, voice and style. Promoting student leadership and competency to instruct fellow students Use of a visual chart, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice and style. Use of visual charts, demonstrations, student and teacher exemplars. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures. Variation of lessons include simplification of projects in terms of scale, detail and subject matter.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 Handmade Sketchbook 10 blocks	Handmade hardcover sketchbook resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
UNIT 2 Mixed Media Still Life Drawing 10 blocks	Mixed media still life drawing resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

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MP 2		
UNIT 3 Sequential Art - Comic Book Page 10 blocks	Comic book page resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
UNIT 4 Layout and Design - Watercolor Paint and Ink 10 blocks	Watercolor resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
MP 3		
UNIT 5 Oil Paint 10 blocks	Oil paint resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

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		1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
UNIT 6 Mural - Acrylic Paint 10 blocks	Mural resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change. 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art. 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
MP 4		
UNIT 7 Combine 10 blocks	Combine resources: Scholastic Art, online information, teacher and student examples, google classroom Assessment: <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

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<p>UNIT 8 Sculpture - Haniwa 10 blocks</p>	<p>Haniwa resources: Scholastic Art, online information, teacher and student examples, google classroom</p> <p>Assessment:</p> <ul style="list-style-type: none">• Grading based on rubric• Class critique• Online assessment	<p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</p> <p>1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</p> <p>1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</p>
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